EFFECTIVENESS OF MULTIMEDIA E-CONTENT MODULE IN ENHANCING ACHIEVEMENT IN ENGLISH AMONG STANDARD IX STUDENTS.

Research Guide   **Research Scholar**
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Abstract
E-content is encouraging the student knowledge level that results in make thinking and it provides future ideas based on given links and references If we tend to use multimedia with magnified web association within the room, students and lecturers can gather data from a varied vary of sources. Multimedia permits students to specialize in facilitating learning with individual students. multimedia resources build a reality, permitting students to individual and cluster learning while not ever effort the room. We are facing a variety of attitudes from the people in our day-to-day life in our society like happiness, sadness, anger, fear, stress, anxiety, frustration, anxiety, etc, as an example, vision and audition are units integrated to supply a whole assessment of the emotional qualities of a scenario or an object. Nowadays the classroom environments area unit emotional settings. Students' emotional experiences and reactions will impact their ability to find out and their engagement in class.English is one of every of the foremost helpful languages spoken by the most range of individuals in the world. The English language has occupied a vital place within the education system of the Republic of India.The present study goes to analyze the students of standard IX in the experimental group and the control group in academic achievement in English.

Key Words: multimedia e-content, attitude, experimental group, control group, and academic achievement in English.

1. Introduction
Education reform is going on worldwide and reform is the integration of ICT within the education field. ICT has influenced education worldwide.These multimedia system e-content platforms through odds and ends of assorted audio, video, texts, sounds, images, and motion graphics square measure difficult the norms of the normal teaching ways and rote-learning.ICT has immeasurable potential for enhancing and up the standard of education.According to **Molly Lee,** " For the upcoming generation, we need to create a digital learning culture and environment. Mastering ICT skills and utilizing ICT towards creating an improved teaching and learning environment is of utmost importance to teachers in creating a new learning culture."In this information explosion society to bring effectiveness in the dissemination of knowledge, development of making contents and incorporation of innovative data and communication, technologies play an important role in the plenary level of the education system".

As a lecturer, we all know that some attitudes gives a barrier to students' classroom engagement and test performance. As an example, educational anxieties, educational stress, family environment-related stress, and English anxiety have wide-ranging effects, poignant strategy use, take a look at performance. As an instructor, we should always produce a positive attitude within the classroom environment's needs, a lecturer to strategically mix over a few vital factors, like making fascinating teaching modules, recognizing student achievements, and setting affordable expectations. Once a lecturer has management over a cooperative, synergetic, cooperative, synergistic, and debonair cluster of scholars, everybody within the classroom enjoys a lot of positive academic expertise. If a lecturer must produce a positive classroom environment, notwithstanding what subject or grade she teaches. Positive attitudes and positive reactions ought to be thought about as vital factors in instructional design. Positive attitudes can be generated by the ways of teaching, which can be ready to affect students' performance and academic achievement.
The Educational Council has inaugurated to use of English because of the main teaching language in mathematics and Science categories. The scholars ought to learn English to survive in this community. Fluency in the English language, in short, is the key to success in life. knowledge of English became a fashion in our day-to-day life.Grammar plays a crucial role in English language learning, which is instructed in schools and

colleges with completely different ways of teaching and techniques. Each teacher takes comfy ways that what they have required. During this modern times, information and Communication Technology (ICT) can facilitate the instruction of English effectively with the assistance of computers, laptops, and with automated mobile. ICT has provided improved access to each lecturer and student in whereabouts that area unit long-distance areas, expedited individual and cluster learning, helped and to manage and administer the classroom activities. ICT is just maybe a method of desegregation technology into education to make higher teaching and learning experiences that end in higher learning outcomes. The present study is an effort to show English prose, poetry, and English grammar with the assistance of a multimedia e-content module and measure the attitudes towards English learning of stanndard IX students.

2. Statement of the Problem
The problem of the investigation has been selected and entitled as,
"EFFECTIVENESS OF MULTIMEDIA E-CONTENT MODULE IN ENHANCING ACHIEVEMENT IN ENGLISH AMONG STANDARD IX STUDENTS".

3. Need and Importance of Multimedia E-Content in Education
"The principal goal of education is to create men who are capable of doing new things, not simply of repeating what other generations have done".

 Jean Piaget
"E-learningisa processand E-contentisa product. e-contentisgenerally designed to guide students through a lot of information in a specific task. An e-content package canbe usedas a teacher's virtualclassroom situation. The quality of learning depends not only on the form of how the process is carried out but also on what contentis taught andhowthecontentispresented. This approach of teaching has become an answer to the complicated problems and un-identified areas." (**University Grants Commission , 2014**)

As a subject English has become crucial within the education system. Though the 10+2+3 pattern of education had been introduced in the state as early as 1978, not several empirical studies are conducted on the various aspects of this introduced pattern of education. The most important academic issue is a way to meet the needs of ESL students in the classroom. It'srobust for the learners to know with understand the English language. It's conjointly necessary to check the strategies and approaches in teaching English. The mounting numbers of ESL students gift a growing challenge for native, state, andnational academic agencies. The level of ninth standardschool students' academic accomplishment in Englishbecome principally would like of the hour.
The high school period is a crucial estrade to the learners to face heaps of competition and it's a gateway them to for enter into the upper studies. So that they are unit being of the importance of English, however, it's principally helpful to them to try to well in the academic success and their job orientating life in future. Examining the policies and procedures concerning the teaching of students/learners whoare from non-English speaking backgrounds has become imperative. Reforms within the education of ESL learners are based on research, case law, and legislation. So the researcher has created endeavour and feels that the category of activities in the study of English ought to develop the pupils' academic success in English and it ought to facilitate them to reinforce the interest to learn English.

4. Objectives of the Study
The following objective has been framed by the researcher in the present study:
1. To find out whether there is any significant difference between the experimental group and the control group in academic achievement in English among standard IX students.
2. To clarify whether there is any significant difference between the experimental group and control group among standard IX students in their attitude towards learning English.

5. Hypotheses of the Study
Based on the objectives of the present study the investigator framed the following hypotheses:
1. **There is no significant difference between the experimental group and the control groupinacademic achievement in English among standard IX students.**
1.1 There is no significant difference between the pre-test scores of the experimental group and the control group in academic achievement in English among standard IX students.
1.2 There is no significant difference between the post-test scores of the experimental group and the control group in academic achievement in English among standard IX students.
1.3 There is no significant difference between the pre-test and post-test scores of the experimental groupin academic achievement in English among standard IX students.

1.4 There is no significant difference between the pre-test and post-test scores of the control groupin academic achievement in English among standard IX students.

2. **There is no significant difference between the experimental group and control group among standard IX students in their attitude towards learning English.**
2.1 There is no significant difference between the pre-test attitude scores of the experimental group and the control group among standard IX students.
2.2 There is no significant difference between the post-test attitude scores of the experimental group and the control groupamong standard IX students.
2.3 There is no significant difference between the pre-test and post-test attitude scores of the experimental groupamong standard IX students.
2.4 There is no significant difference between the pre-test and post-test attitude scores of the control groupamong standard IX students.

6. Sample of theStudy
For the present study, the researcher had selected 61 students from "Government High School, Velappanchavadi, Thiruvallur district, Chennai-77, Tamil Nadu State".

7. Methodology
The present study is experimental.To achievethe objectives, the researcher has chosen a Parallel group experimental design. In this design, the achievement of students in English was measured after the experimentation. A similar procedure was followed for the control group. The experimental and the control groups were made equivalent based on the randomized group technique. In the experimental and the control group, there were 30 and 31 students respectively. The students of the control group were taught by the traditional lecture method which includes verbal discourse, charts, flashcards, chalk, and talk with text. The students of the experimental group were taught through multimedia e-content.

8. Design of the Investigation
The experimental study involves a comparison of the effects of a particular treatment with that of a different treatment. The experimental design is the blueprint of the procedures that enable the investigator to test the hypotheses and reach valid conclusions about independent variables and dependent variables. For the present experimental study, the researcher has chosen the parallel group experimental design.

TABLE -1
PARALLEL GROUP EXPERIMENTAL DESIGN

Groups	Pre-Test	Treatment	Post-Test	Average Gain Scores	Statistically Compare the Differences
G1	Ex	Ex	Ex	Ex	Ex
G2	C	C	C	C	C

In this design,

Subjects are randomly selected to the two groups (G1 and G2).

The experimental group and Control group receives the pre-test (Ex and C).

The experimental group receives the experimental treatment (Ex).

The Control group receives the controlled treatment (C).

The experimental group and Control group receives the post-test (Ex and C).

Calculate the average gain scores of the Experimental group and Control group (Ex and C).

The average gain scores of the experimental group and control group were statistically compared and

found out the differences.

8.1. Tools used for the Study
The investigator has constructed four tools for this study with the consultation of the research supervisor and the experts' panel of the field of education and English.The following tools and materials were used in the present study.

- ➢ MultimediaE-contentModule on English from IX standard reduced syllabus of Tamilnadu Government.
- ➢ Criterion-ReferencedTeston English for two units for IX standard students was the tool used to measure the pre-test and post-test.
- ➢ Attitude Scale to measure the reactions of the students.

8.2 Conducting the Experiment
The pre and post were administered to both the experimental group and control group and data had collected. The scores of the pre-test and had analyzed statistically. The experimental treatment which was teaching through e-content had given to the experimental group, similarly, traditional methods of teaching English had been given to the control group by the investigator. After the completion of the treatments, both the experimental group and control group were administered the post-test. The post-test data were collected and analyzed statistically. After the treatment both group were measured their reactions on teaching English through the attitude scale by the investigator.

9. Hypotheses Testing
1. There is no significant difference between the experimental group and the control group in academic achievement in English among standard IX students.
2. There is no significant difference between the experimental group and control group among standard IX students in their attitude towards learning English.

Hypothesis –1.1
There is no significant difference between the pre-test scores of the experimental group and the control group in academic achievement in English among standard IX students.

TABLE – 2
Table -2 Showing significant mean difference between pre-test scores of experimental group and control group in academic achievement in English

Variable	Group	N	Mean	S.D	t-value	P value
Academic Achievement In English	Experimental group	30	27.87	7.682	5.495	<0.001**
	Control group	31	37.45	5.847		

** Significant at 0.01 level

It is inferred from the values presented in the above table that there is significant difference between the pre-test scores of experimental group and control group in academic achievement in English which is significant at 0.01 level. It is observed that control group students have higher mean scores than the experimental group students in academic achievement in English. Hence, the formulated null hypothesis that there is no significant difference between the pre-test scores of the experimental group and the control group in academic achievement in English among standard IX students is rejected.

Hypothesis -1.2
There is no significant difference between the post-test scores of the experimental group and the control group in academic achievement in English among standard IX students.

TABLE – 3
Table-3 Showing significant mean difference between the post-test scores of the experimental group and control group in academic achievement in English

Variable	Group	N	Mean	S.D	t-value	P value
Academic Achievement In English	Experimental group	30	64.93	18.906	5.020	<0.001**
	Control group	31	44.68	11.945		

** Significant at 0.01 level

It is inferred from the values presented in the above table, that there exists significant difference between the post-test scores of the experimental and control group in academic achievement in English which is significant at 0.01 level. It is observed from the mean scores that experimental group students have higher mean scores than control group students which shows that the intervention strategy given to experimental group students was more effective. Hence, the formulated null hypothesis that there is no significant difference between the post-test scores of the experimental group and the control group in academic achievement in English among standard IX students is rejected.

Hypothesis1.3

There is no significant difference between the pre-test and post-test scores of the experimental group in academic achievement in English among standard IX students.

TABLE – 4

Table-4 Showing significant mean difference between pre-test and post-test scores of experimental group in academic achievement in English

Variable	Group	N	Mean	S.D	t-value	P value
Academic Achievement In English	Experimental group's pre-test	30	27.87	7.682	13.996	<0.001**
	Experimental group's post-test	30	64.93	18.906		

** Significant at 0.01 level

It is inferred from the values presented in the above table, that there is significant difference between pre-test and post-test scores of experimental group in academic achievement in English which is significant at 0.01 level. It is also observed that post-test scores was higher than pre-test scores of experimental group students which shows the effectiveness of module presentation in English.Hence, the formulated null hypothesis that there is no significant difference between the pre-test and post-test scores of the experimental group in academic achievement in English among standard IX students is rejected.

Hypothesis – 1.4

There is no significant difference between the pre-test and post-test scores of the control group in academic achievement in English among standard IX students.

TABLE – 5

Table-5 Showing significant mean difference between pre-test and post-test scores of control group in academic achievement in English

Variable	Group	N	Mean	S.D	t-value	P value
Academic Achievement In English	Control group's pre-test	31	37.45	5.847	3.914	.<0.001**
	Control group's post-test	31	44.68	11.945		

** Significant at 0.01 level

It is inferred from the values presented in the above table that there is significant difference between pre-test and post-test scores of control group in academic achievement in English which is significant at 0.01 level. It is observed from the mean scores that post-test scores were higher when compared to pre-test scores of control group in academic achievement in English. Hence, the formulated null hypothesis that there is no significant difference between the pre-test and post-test scores of the control group in academic achievement in English among standard IX students is rejected.

Hypothesis–2.1

There is no significant difference between the pre-test attitude scores of the experimental group and the control group among standard IX students.

TABLE – 6

Table-6 Showing significant mean difference between pre-test scores of experimental group and control group in their attitude towards learning English

Variable	Group	N	Mean	S.D	t-value	P value
Attitude Towards Learning English	Experimental group	30	75.10	8.503	.900	.372
	Control group	31	73.06	9.132		

It is inferred from the values presented in the above table that there is no significant difference between the pre-test scores of experimental group and control group in their attitude towards learning English. Hence, the

formulated null hypothesis there is no significant difference between the pre-test attitude scores of the experimental group and the control group among standard IX students is accepted.

Hypothesis - 2.2

There is no significant difference between the post-test attitude scores of the experimental group and the control group among standard IX students.

TABLE – 7

Table-7 Showing significant mean difference between experimental group and control group students in their attitude towards learning English

Variable	Group	N	Mean	S.D	t-value	P value
Attitude Towards Learning English	Experimental group	30	111.57	9.149	15.226	<0.001**
	Control group	31	75.39	9.401		

** Significant at 0.01 level

It is inferred from the values presented in the above table that there is significant difference between experimental and control group students in their attitude towards learning English which is significant at 0.01 level. It is observed from the mean scores that experimental group students have higher mean scores than the control group students in attitude towards learning English. This shows that the module presentation given to experimental group students was more effective in learning English. Hence, the formulated null hypothesis there is no significant difference between the post-test attitude scores of the experimental group and the control group among standard IX students.is rejected.

Hypothesis - 3.3

There is no significant difference between the pre-test and post-test attitude scores of the experimental group among standard IX students.

TABLE – 8

Table-8 Showing significant mean difference between pre-test and post-test attitude scores of experimental group among standard IX students

Variable	Group	N	Mean	S.D	t-value	P value
Attitude Towards Learning English	Experimental group's pre-test	30	75.10	8.503	19.034	<0.001**
	Experimental group's post-test	30	111.57	9.149		

** Significant at 0.01 level

It is inferred from the values presented in the above table, that there is significant difference between pre-test and post-test scores of experimental group in attitude towards learning English which is significant at 0.01 level. It is also observed that post-test scores was higher than pre-test scores of experimental group students which shows the effectiveness of module presentation in English.Hence, the formulated null hypothesis There is no significant difference between the pre-test and post-test attitude scores of the experimental group among standard IX students is rejected.

Hypothesis - 2.4

There is no significant difference between the pre-test and post-test attitude scores of the control group among standard IX students.

TABLE – 9

Table-9 Showing significant mean difference between pre-test and post-test attitude scores of control group in attitude towards learning English

Variable	Group	N	Mean	S.D	t-value	P value
Attitude Towards Learning English	Control group's pre-test	31	73.06	9.132	2.816	.009
	Control group's post-test	31	75.39	9.401		

It is inferred from the values presented in the above table that there is significant difference between pre-test and post-test scores of control group in attitude towards learning English which is significant at 0.01 level. It is observed from the mean scores that post-test scores were little high when compared to pre-test scores of control group in attitude towards learning English.Hence, the formulated null hypothesis that there is no significant difference between the pre-test and post-test attitude scores of the control group among standard IX students is rejected.

10. Findings of the Study
The major findings of the study are as follows:
- It is obvious that there is significant difference between the pre-test scores of experimental group and control group in academic achievement in English which is significant at 0.01 level. It is observed that control group students have higher mean scores than the experimental group students in academic achievement in English.
- It is vivid, that there exists significant difference between the post-test scores of the experimental and control group in academic achievement in English which is significant at 0.01 level. It is observed from the mean scores that experimental group students have higher mean scores than control group students which shows that the intervention strategy given to experimental group students was more effective.
- It is distinct, that there is significant difference between pre-test and post-test scores of experimental group in academic achievement in English which is significant at 0.01 level. It is also observed that post-test scores was higher than pre-test scores of experimental group students which shows the effectiveness of module presentation in English.
- It is clear-cut, that there is significant difference between pre-test and post-test scores of control group in academic achievement in English which is significant at 0.01 level. It is observed from the mean scores that post-test scores were higher when compared to pre-test scores of control group in academic achievement in English.
- It is evident, that there is no significant difference between the pre-test scores of experimental group and control group in their attitude towards learning English.
- It is proven, that there is significant difference between experimental and control group students in their attitude towards learning English which is significant at 0.01 level. It is observed from the mean scores that experimental group students have higher mean scores than the control group students in attitude towards learning English. This shows that the module presentation given to experimental group students was more effective in learning English.
- It is vivid, that there is significant difference between pre-test and post-test scores of experimental group in attitude towards learning English which is significant at 0.01 level. It is also observed that post-test scores was higher than pre-test scores of experimental group students which shows the effectiveness of module presentation in English.
- It is obvious, that there is significant difference between pre-test and post-test scores of control group in attitude towards learning English which is significant at 0.01 level. It is observed from the mean scores that post-test scores were little high when compared to pre-test scores of control group in attitude towards learning English.

11. Conclusion
The IX standard students in the experimental group had excelled multimedia e-content in English than control groups which had gone through English in the traditional method in both. The experimental group students had shown a very positive attitude on learning English than control group students. The findings of the study have provided details about how the multimedia e-content module could be used to keep students encouraged and showing interested to learn English. Based on the post-test, the results have shown there was a significant difference between the experimental group and the control group.It may be concluded that the use of multimedia E-Content way of teaching has a significant impact on enhancing the achievement in English created interest on learning English among the IX standard students.

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